

Winter Unit
By Chanda Addington

Second Grade
10 days

Unit Objectives:

Reading Focus:

Standard: Reading Process

Benchmark: Comprehension Strategies

Indicators: #2- Students will predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.

#3- Students will compare and contrast information in texts with prior knowledge and experience.

#5- Students will create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.

Unit Overview:

Day	Goals	Activities	Strategy
Monday	<i>Students will predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge by whole class discussion, activity and a journal entry.</i>	A read aloud of <i>Snowmen at Night</i> , two column worksheet class discussion, journal entry.	Two column worksheet of text-to-self connections.
Tuesday	<i>Students will predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.</i> <i>Students will create and use a Venn -diagrams, to demonstrate comprehension.</i>	Read aloud of <i>Kippers Snowy Day</i> and <i>The Snowy Day</i> . Each student will write on post-it notes details of each story. Place on a large T-chart, and then students will complete Venn-diagram as a class.	Text- to- text connections Venn- Diagram of the two books discussed in class.

Wednesday	<i>Students will create and use a graphic organizer, such as a web, to demonstrate comprehension.</i>	Read aloud of <i>Snowflake Bentley</i> , each student has their own copy of the book and post it notes to mark interesting facts.	Web
Thursday	<i>Students will predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge. Students will create and use a graphic organizer, such as a web, to demonstrate comprehension.</i>	Read aloud of <i>Animals in Winter</i> , a copy in power point for the whole class to see. Have a class discussion of the words hibernate and migrate and make a web with details from the book.	Web
Friday	<i>Students will predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge</i>	Display pictures from <i>Winter Across America</i> on the Elmo, while reading selected sections from the book. The students can make predictions with a class map and the location along with the context clues before showing the picture.	
Monday	<i>Students will predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.</i>	Look at the book, <i>The Snowman</i> , on the Elmo Have a class discussion about what the story could be for the beginning of the book. Then for the last part of the book the students will make their own stories on a booklet made out of story paper.	

Tuesday	<i>Students will</i> create and use a graphic organizer, such as a web, to demonstrate comprehension.	Read some poems from <i>Once Upon Ice and Other Frozen Poems</i> . As a whole class a web of words associated with the senses will be made. Then, the students will write poems or short stories using their senses and words from the anchor chart	Web
Wednesday	<i>Students will</i> predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.	Read a-loud of <i>March of the Penguins</i> , students will make predictions as a whole group before, during and after the reading. At the end of class students will work in groups with independent reading, working on previous writings, or composing new writings from webs made in class.	
Thursday	<i>Students will</i> predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge. <i>Students will</i> compare and contrast information in texts with prior knowledge and experience. <i>Students will</i> create and use a Venn-diagram, to demonstrate comprehension.	Read a-loud of <i>A Silly Snowy Day</i> , students will make predictions as a whole group before, during and after the reading. As a whole group the class will compare the characteristics of the character in the book with a real tortoise. At the end of class students will work on a poem, rhyme, or story to share and practice reading it out loud.	Venn-Diagram

Friday	<i>Students will</i> predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.	Read a-loud of <i>Snow</i> , students will make predictions as a whole group before, during and after the reading. At the end of class the whole class will present to class and guests. Students' choice of a poem, story, or reading from a book.	
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Unit Introduction:

As an introduction I would read *Snowmen at Night*, by Caralyn Buehner to the class. Then I would have a class discussion of what the students think of when they hear the word winter and make a list. Then I would ask them what some good things (pros) and some bad things (cons) are about winter. I would also make a two column list of this. I would post both on the wall, as anchor charts for the unit.

This unit will take place in December and on the last day the parents, family, and/or friends will be invited to the classroom for a Winter Celebration. Notes of the time and date will be sent home with the children on the first day of the unit. Snacks will be optional for the parents to bring.

Throughout the unit the students will be using different strategies to aid in their comprehension of the texts. The students will also be adding new words associated with winter onto the anchor charts. On the last day of the unit the students will have the option of using their own stories or poems or they may choose to read from a book.

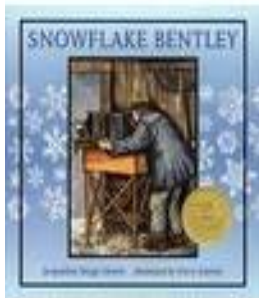
In each lesson I try to incorporate a type of technology to reach all learners. This technology ranges from power point big books, the Elmo and music. I have also tried to incorporate the senses in learning about winter, the students will feel what frigid is, and they will hear the wind howling. Each day the students will be shown a different aspect of winter: beginning with relating to characters playing in the snow, to traveling the United States, and hearing the icy wind blowing.

This unit also ties in other content areas such as science, history, and geography. Lessons on non-fiction strategies could also easily be incorporated into the lesson. I have the unit planned out for ten days but it could easily be extended for the month of December. The goals of this unit are: for the children to be able to discuss and write about winter using targeted vocabulary and for them to be able to use strategies to aid them in comprehension.

At the end of each day I will read a chapter of *Tracks in the Snow*, by Lucy Jane Bledsoe. I chose this book to read aloud so that fluent reading is modeled and the children can hear what it is expected from a fluent reader. They can also see that books can be read for enjoyment. I want to encourage the students to extend the reading by having them write and draw in a journal after each reading. This way they can practice visualizing while they are listening to a chapter book. Their journals will be collected each day and checked for their comprehension of the text. After the book is finished I will also use it as a collected grade on their growth in the writings and drawings.

Annotated Bibliography

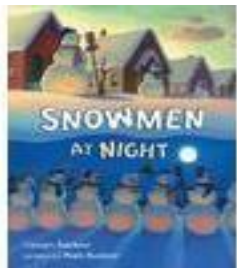
Winter



Martin, Jacqueline Briggs (1998). *Snowflake Bentley*. Boston: Houghton Mifflin Company. ISBN 0-395-86162-4

This is a wonderful bibliography of a boy following his passion for snowflakes and photography. This would be a good book for introducing non-fiction structure, because it has a nice story line with facts about his life in the margin for deeper reading. This would be a good book for a winter theme.

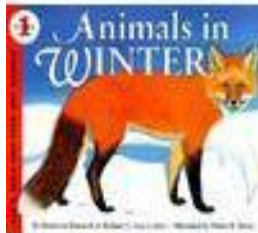
Grades Pre-K-4 Lexile 830 Grade Level 4.1



Buehner, Caralyn (2002). *Snowmen at Night*. New York: Dial Books for Young Readers. ISBN 0-8037-2550-7

The creativity in this book would make a person ponder of the idea of what snowmen do at night. It has a beautiful, rhyming storyline. This would be a good book to get the children thinking creatively for writing.

Grades K-2 Grade Level 2.2

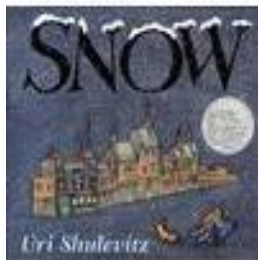


Bancroft, Henrietta and Van Gelder, Richard G. (1997). *Animals in Winter*. New York: HarperCollins Children's Books. ISBN 0-06-027158-2

This is a good book to look at how the weather affects animals and how they prepare for winter. I like how it explains and shows what migration and hibernation are. Good realistic pictures, this would be a good book for teaching sequence in non-fiction.

Grade K-2 Lexile 380L Grade Level

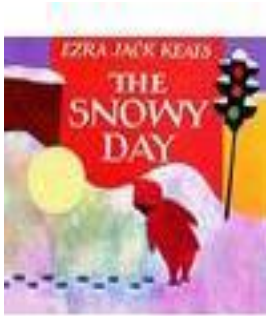
2.1



Shulevitz, Uri (1998). *Snow*. New York: Scholastic Inc. ISBN-13: 978-0-545-05578-9; ISBN-10: 0-545-05578-4

This book has a very simple story line with beautifully illustrated pictures. The reader could have different interpretations of the pictures. This book could be used to make self-to-text connections.

Grades K-2 Lexile 220L Grade Level 1.5



Keats, Ezra Jack (1962). *The Snowy Day*. New York: Penguin Group. ISBN 978-0-14-050182-7

This would be a good book to use for young readers to make self-to-text connections to. It could be used as a writing prompt by having the children share about a time they played in the snow. It would need to be read aloud and discussed in class.

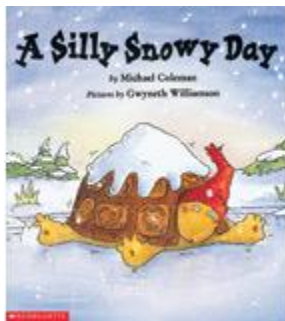
Grades K-2 Lexile 500L Grade Level 3.2



Bledsoe, Lucy Jane (1997). *Tracks in the Snow*. New York: Avon Books, Inc. ISBN 0-380-73230-0

This would be a great novel to read to the students in class. By reading aloud to the students the teacher would be modeling fluency and is very beneficial to children learning to read. The teacher would also be modeling reading for enjoyment.

Grades 3-5 Lexile 630L Grade Level 3.5



Coleman, Michael (1996). *A Silly Snowy Day*. New York: Scholastic Inc. ISBN 0-439-25001-3

A beautiful picture book about a tortoise that doesn't want to hibernate and discovers it isn't that bad. It is a fun and lighthearted book. I would like to use the illustrations and have the children write their own stories about the tortoise.

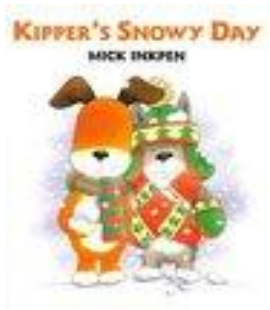
Grades K-2 Lexile 210L Grade Level 2.4



Simon, Seymour (1994). *Winter Across America*. New York: Hyperion Books For Children. ISBN 0-7868-0019-4 (trade)

This is a very descriptive and detailed book about winter across the United States. It would be a great book to integrate geography with literature.

Grade Level 7.1



Inkpen, Mick (1996). *Kipper's Snowy Day*. London: Hodder Children's Books. ISBN 0-15-201362-8

This is a book about friendship. It would be a great book to compare and contrast with *The Snowy Day* and possibly even *Snowmen at Night*. It could also be used for text-to-self connections.

Grade K-2 Lexile 510L Grade Level 2.7



Yolen, Jane (1997). *Once Upon Ice And Other Frozen Poems*. Pennsylvania: Wordsong Boyds Mills Press, Inc. ISBN 1-56397-408-8

This book of poems is really great for introducing different perspectives of writing. It would make an excellent supplement to the unit. The class could come up with their own poems of winter.

No Grade Level



Jacquet, Luc (2006). *March of the Penguins*. Washington D.C.: National Geographic Society. ISBN 0-7922-6183-6 (paperback)

This is a great book to accompany the movie. It could be used for a comparison and contrast. Good for an introduction on non-fiction and Venn-Diagram.

Grade K-2 Grade Level 4.8



Briggs, Raymond (1978). *The Snowman*. New York: Random House. ISBN 0-394-83973-0

This is a wordless book but the illustrations tell such a strong story. It has to be a part of this unit. I think the children would have a good time making a story to match the pictures.

Grade Pre-K-3 No Grade Level

www.infoplease.com – This is a great resource for teachers or fluent students. It is very informational so it could be challenging for beginning readers.

A pop-up book of *The Snowmen at Night*, it has exactly the same wording as the one mentioned earlier.

The Movie, March Of The Penguins by National Geographic.

Lesson 1**Rationale**

This lesson is important because it will establish a classroom awareness of the students' prior knowledge of winter and they will be focusing on making predictions about the book, *Snowmen at Night*, based on their personal prior experience or background knowledge of the book. This book would be great for the students to get in the mind frame of winter, with its simple story line and beautifully illustrated pictures.

Goals and Objectives:**Instructional Goals**

Students will be able to make predictions about the book by looking at the cover, and discussing if they can predict what the snowmen will do next by using their background knowledge of playing in the snow.

Specific Objectives

The students will be able to predict and discuss what the book will be about by using the illustrations and personal experiences they have had with winter.

ODE Content Standard

Standard: Reading Process

Benchmark: Comprehension Strategies

Indicators: #2- Students will predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.

Essential Questions

Are the students able to make predictions of a book by looking at the cover?

Are the students able to make predictions of the illustrations of the book?

Are the students able to relate to the events in the book?

What is the students' prior knowledge of winter?

Procedure:**Lesson Introduction**

I will begin by sharing the book with the class by a power point copy of *Snowmen at Night* and ask the students if they can make predictions for what the book will be about by looking at the cover. Then I will read the book *Snowmen at Night*. This first time will be for getting the students into the mind-frame of winter.

Lesson Development

The book *Snowmen at Night* and have it displayed on the smart board as it is read. The students will complete a two column worksheet of their experience with the events in the text. As the book is read, the teacher will stop for predictions and connections with the book. As the students think of self-to-text connections they will write them on their worksheet and the teacher will list some on the board to model the correct way to use the worksheet.

Then we will have a discussion what they think of when they hear the word winter. The teacher will make a list of what they say. Then the students will think of the pros and cons of winter and a two column chart will be made of their ideas. After the charts are finished, the

teacher will model writing a story from personal experience using ten of the new words composed on the charts. Then the students will write in their journals about a time they experienced in winter.

Lesson Closure

Ask the class if they've ever thought about what snowmen do at night and if the class has participated in any of the activities described in the book and if anyone would like to share their story. Also, if they would like to add any more words to the list made earlier.

Lesson Contingency

If there is extra time the students will either work one-on-one with the teacher on anything they are struggling with pertaining to the lesson. The students who don't need to work with the teacher may read independently.

Pacing Guide

Reading the book should take about 15 minutes.

Making the charts should take about 15 minutes

Writing in their journals should take about 15 minutes.

List of Questions

What can you predict this book will be about by looking at the cover? By looking at the pictures?

Have any of you participated in any of the activities the snowmen are doing?

Ok, I want all of you to close your eyes and can you tell me what you think of when you heard the word winter?

What do you think is good about winter?

What do you think is bad about winter?

Daily (formative) Student Assessment

Students will complete and turn in a two column worksheet, titled "Snowmen at Night".

5 points	4 points	3 points	2 points
List of 7-8 more in each column; each is an example from the book and a relevant experience	List of 5-6 in each column; each is an example from the book and a relevant experience	List of 3-4 in each column; each is an example from the book and a relevant experience	List of 1-2 in each column; each is an example from the book and a relevant experience

Collect journals to assess. (Rubric is attached)

Materials, Equipment, and Resources

Large paper and markers for making class charts

The book, *Snowmen at Night* by Caralyn Buehner

A copy of the book on power point for the smart board

Copies of the two column worksheet (attached)

Journals (for each student)

Story notebooks (for each student)

Modifications for Diverse Learners

The class list of words associated with winter meets cultural diversity because each child could have a different experience with winter. Maybe one or more students have come from an area that does not have very cold winters or the opposite, maybe they have experienced a very long winter season.

By having a read aloud this reaches auditory learners because they can listen to the story and don't have to worry about decoding the words. The smart board helps all the children to be able to see the book better and especially targets the visual learners.

Reflection and Revision

Did I give enough time for everything?

I don't really know how to transition in between activities, so how could I incorporate this into the lesson?

Lesson 2

Rationale

I will read aloud the books *Kippers Snowy Day* by Mick Inkpen and *The Snowy Day* by Ezra Jack Keats. The students will make predictions before, during and after the reading. Then as a whole group the students will discuss the differences and/or similarities of the two books and place their post-its with the differences and/or similarities on a large T-chart. Then the whole class will work on placing the information into Venn-Diagrams.

Goals and Objectives:

Instructional Goals

Students will make predictions of the books by looking at the cover and the illustrations. The students will learn a strategy for keep a question in mind as they listen to the text. Questions will be listed on the board and the students will listen for the answers as the books are read and write them on the post-it notes.

The students will learn a strategy to aid in text-to-text connections. Students will know how to compare and contrast by using a Venn-Diagram.

Specific Goals

Students will predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.

Students will create and use a Venn -diagrams, to demonstrate comprehension

ODE Content Standards

Standard: Reading Process

Benchmark: Comprehension Strategies

Indicators: #2- Students will predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.

#5- Students will create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.

Essential Questions

Are the students able to make predictions of a book by looking at the cover?

Are the students able to make predictions of the illustrations of the book?

Are the students able to make text-to-text connections?

Do the students grasp the Venn-Diagram concept and how they could use it as an aid for comprehension?

Procedure:

Lesson Introduction

The two books will be held up for the class to see and the students will have a discussion on what they predict the books are about. The students will also make predictions on how the books could be similar or different. Then the teacher will read the two books for enjoyment.

Lesson Development

After the books are read the first time then the teacher will write questions on the board and pass out post-it notes to each student. Then the teacher will read the questions and if the students remember any answers to the questions they can go ahead and write them on their post-

it notes. The students will be told to keep the questions in mind as the books are read again. Then the teacher will read the books a second time. After the second reading is finished the teacher will make a T-chart of the two books on a large piece of paper. The class will have a discussion of the answers the found and their post-it notes will be placed on the chart, corresponding with the correct book.

Lesson Closure

The class will then get a copy of a Venn-diagram worksheet and it will be completed as a whole group activity. The students will discuss what to place where and why.

Lesson Contingency

If there is extra time the students will read independently.

Pacing Guide

Reading the books the first time should take about 10 minutes.

Discussing and making predictions should take about 5 minutes.

Reading the books the second time should take about 10 minutes.

Making the T-chart and discussing their answers should take about 10 minutes.

Filling in the Venn-Diagram should take about 10 minutes.

List of Questions

These questions will be listed on the board:

What are the characters wearing?

How many characters are there?

Are the characters in the city or country?

What types of activities do the characters do?

Daily (formative) Student Assessment

An informal assessment will be taken for predicting during the students' discussion of the books.

A rubric for the post-it notes:

5 points	4 points	3 points
5 examples from either of the books were given	3-4 examples from either of the books were given	1-2 examples from either the books were given

The Venn-Diagram will be a whole class activity so the students will be assessed on participation.

Materials, Equipment and Resources

The books *Kipper's Snowy Day* by Mick Inkpen and *The Snowy Day* by Ezra Jack Keats

Post-it notes for all students

A large T- chart

Venn-Diagram worksheet for each student

Modifications for Diverse Learners

The students will be engaged in discussion with making predictions throughout the first reading of the books, which will reach linguistic and auditory learners. During the second

reading of the book the students will be completing a hands-on activity with the post-it notes and then the students will be placing their notes on a large T-chart, therefore this activity will reach the students who are more visual and kinesthetic learners. By placing the information onto a Venn-Diagram, this activity will reach spatial and visual learners.

Reflection and Revision

I am concerned about reading the two books two times in a row, I have lined up different activities for each reading, but I hope I don't lose their attention.

Lesson 3**Rationale**

This lesson I will read aloud the book *A Silly Snowy Day* and the students will make predictions as a whole group before, during and after the reading. Then as a whole group the class will compare and contrast the characteristics of the character in the book with a real tortoise. As the students discuss the similarities and difference of the character with a real tortoise, their responses will be recorded on the board. Then the students will each receive a Venn- Diagram worksheet. The students will get into groups of 4 and fill in the diagram using the examples from the board.

Goals and Objectives**Instructional Goals**

The students will make predictions as a whole group before, during and after the reading, with looking at the cover and illustrations, and by using their prior knowledge. Then the students will have gradual release of responsibility by completing the Venn-Diagrams in small groups using the examples from the board.

Specific Objectives

The students will make predictions of the books.

The students will compare and contrast information in texts with prior knowledge and experience.

The students will create and use a Venn -diagram, to demonstrate comprehension.

ODE Content Standard

Standard: Reading Process

Benchmark: Comprehension Strategies

Indicators: #2- Students will predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.

#3- Students will compare and contrast information in texts with prior knowledge and experience.

#5- Students will create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.

Essential Questions

Are the students able to make predictions of a book by looking at the cover?

Are the students able to make predictions of the illustrations of the book?

Are the students able to compare and contrast information in texts with prior knowledge and experience?

Do the students grasp the Venn-Diagram concept and how they could use it as an aid for comprehension?

Procedure**Lesson Introduction**

I will read the book *A Silly Snowy Day* and as I read it the students will make predictions before, during and after. The students will also be discussing if the activities the character is doing is what real tortoises do.

Lesson Development

After the students actively listen to the book, they will be comparing and contrasting the character in the story to a real tortoise, this activity will be engaging their prior knowledge and experience on real tortoises. As they give examples I will write them up on the board. Then the students will get into small groups of 4 and work together to complete a Venn-Diagram.

Lesson Closure

The students will have a whole class discussion of what examples they decided to use and where on the diagram were they placed.

Lesson Contingency

At the end of class students will work on a poem, rhyme, or story to share and practice reading it out loud.

Pacing Guide

The read aloud of the book should take about 15 minutes (including the discussion of the students' predictions).

The students generating examples comparing and contrasting the character in the book with a real tortoise should take about 5 minutes.

The students working on the Venn-diagram in small groups should take about 15 minutes.

Daily (formative) Student Assessment

An informal assessment of their predictions will be taken during the discussion and their participation will be a factor as well as the number of examples generated.

Check Plus	Check	Check minus
The students actively participated in the completion of the diagram and listed 5 examples.	The students actively participated in the completion of the diagram and listed 3-4 examples.	The students listed 1-2 examples without actively engaging in the completion.

Materials, Equipment, and Resources

The book *A Silly Snowy Day* by Michael Coleman

Venn- Diagram worksheets for the students

Modifications for Diverse Learners

A read aloud will accommodate students who are auditory learners. The read aloud will also help struggling readers because they don't have to focus on decoding and they can focus on being engaged with the activities.

Whole class discussions will help students who have linguistic intelligence and auditory learners.

Small groups accommodate students who are shy and also students who are intrapersonal.

The Venn-Diagram also targets the students who have spatial intelligence.

Reflection and Revision

Have the students worked with Venn-Diagram enough to be able to complete them in small groups?